2003-04 WorkFirst
Block Grant

Plan Guidance

May 2003

WORKFIRST PLAN GUIDANCE

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Description for Funding Codes

1   Customized Job Skills Training or Integration of Basic Skills with Technical Skills Training – individual or group job skills training that is employer-driven (designed with employer input, targeting higher wage jobs with openings); can include ABE/ESL/GED, life skills, family management, work readiness, etc., as appropriate

2   Work-based Learning/WorkFirst Work-Study – paid or unpaid work experience or internships, done in conjunction with training

3   Post-Employment Services – training which may include services at the workplace for wage progression

4   WorkFirst Financial Aid/Work-based Learning Tuition Assistance (WBLT) – tuition, books, and fees

5   Other Basic Skills or Job Skills Training – can include family literacy, educational interviewing, and/or other basic skills or job skills training for employability; differentiated from CJST/IBS (#1 above) by the fact that the training is not tied to a particular employer or employment sector <u>and</u> does not target higher wage jobs

6   Child Care – includes costs that Working Connection Child Care (WCCC) does not cover including supplies, snacks, staffing, etc.; however, to qualify, parents must be enrolled in a WorkFirst program and the children served must be eligible for WCCC

When choosing your fund code, select the most appropriate one for your objective. There should only be one fund code per objective.

Description for Budget Categories

Based on the funding codes above, you must determine how much of each objective will be budgeted for direct services to students, direct administration, and tracking and monitoring. Listed below is a general overview of allowable activities and the budget category in which they should be placed.

Direct Service to Students

- Instructional costs related to vocational education, adult basic education, English as a second language, GED, and job skills, including such things as:
    - Faculty salaries and benefits
    - Instructional materials
    - Curriculum redesign and/or modification
    - Rental of instructional space above and beyond normal campus operations
    - Instructional equipment and goods and services for student use but retained by the college
    - Staff training which is directly associated with providing direct program services

- Student Support:
    - Salary and benefits for staff working directly with students
    - Activities related to intake, assessment, counseling, etc.
    - Educational and goal planning
    - Work done with agency partners to secure child care, transportation, etc., for individual students
    - Developing employability plans and work-based learning activities for students

- Post-employment services and follow-up
- Retention services
- Tuition, books, and fees
- Determining and awarding financial aid to students who have been referred by DSHS *(Please note that determining eligibility and verification for students not referred by DSHS is considered direct program administration.)*

- Other:
  - Advertising targeted to students about WorkFirst programs and providing program information to students
  - Business outreach (such as contacting businesses to explain the program or working with the local business outreach team to ensure they support the project to help the project and clients succeed)

Direct Program Administration

- Preparation and monitoring of program plans, budgets, schedules, proposals, reports, purchasing, etc.
- Determining eligibility and verification for students not referred by DSHS
- Tracking and monitoring costs associated with a data entry clerk, statistician, report writer, or researcher
- Costs related to staff and interagency meetings on such topics as referrals, systems, and planning which are not specifically about individual students
- Staff training related to administration activities
- Public relations costs of communicating with the public and press pertaining to specific activities or accomplishments which result from performance of this award. Costs related to advertising targeted to students about WorkFirst programs, or providing program information to students, should be placed under direct services to students.
- Services related to accounting, litigation, audits, management of property, payroll, and personnel
- Costs for the goods and services required for administration of the program, such as the costs for supplies, equipment, travel, postage, utilities, rental of office space, and maintenance of office space
- Travel costs associated with staff coded to direct program administration
- Management information systems not related to the tracking and monitoring of TANF requirements, such as personnel and payroll
- Indirect costs (Indirect must be calculated at five percent of the salaries budgeted within funding matrix. Actual indirect charges, however, must be based on actual salary expenses, not on the budgeted amounts.)

Tracking and Monitoring

- Salaries and benefits costs of personnel who develop, maintain, and support information technology or computer systems used for tracking and monitoring. Examples might include paying for a programmer to design a system to track outcomes, staff costs associated with providing maintenance on a server that stores WorkFirst data, etc. This would not include monitoring and tracking done by a data entry clerk, statistician, report writer, or researcher.

Support Services: Based upon SBCTC policy, *support services are not allowed*. Support services include but are not limited to such items as student mileage, public transportation (which includes bus, van pool, train, ferry, etc.), clothing, tools or equipment purchased for and retained by the student, car repair, medical services, personal hygiene items, etc. However, an allowable activity might include renting a van for the *entire* class for an instruction activity. The key is that it's the entire class and not just getting the individual to and from training.

Child Care: If your institution intends to use WorkFirst Block Grant funds for child care it must be identified on the budget under fund code #6. SBCTC will take the amount identified on the budget and transfer it from the Block Grant award to a separate child care award. This transfer is necessary because child care costs are paid from the federal Child Care and Development Block Grant (CCDF) and all other programmatic costs are paid from the federal Temporary Assistance for Needy Families (TANF) Block Grant. If your institution identifies an amount on the budget for child care you should be aware that CCDF funding has additional fiscal and reporting requirements/restrictions above and beyond those necessary for the remaining activities within your WorkFirst Block Grant. These additional fiscal and reporting requirements/restrictions will be issued with your child care grant award notification.

FY 04 WorkFirst Financial Information

Funds under this grant are provided to the State Board of Community and Technical Colleges (SBCTC) through a contract between SBCTC and the Washington State Department of Social and Health Services (DSHS). The awards are federal funds, provided by the U.S. Department of Health and Human Services, through the Temporary Assistance for Needy Families Program (TANF) of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, under CFDA 93.588. Regulations and guidelines governing the program are codified in Title 45 of the Code of Federal Regulations (CFR).

- *Laws, Policies, and Regulations:* Federal awards are to be used for authorized purposes in compliance with applicable current and future federal and state laws and regulations, and the provisions of the grant agreement.

  Applicable OMB Circulars: A-110 (Uniform Administrative Requirements), A-133 (Audits of States, Local Governments, and Non-Profit Organizations), A-21 (Cost Principles for Education Institutions), and A-122 (Cost Principles for Non-Profit Organizations). Allowability of costs is determined by CFR 45 Part 74.27 based on OMB Circular A-21 (Cost Principles for Education Institutions) or A-122 (Cost Principles for Non-Profit Institutions).

  Note for non-profits: If your agency expends $300,000 or more in federal awards from all sources in a fiscal year, there is an audit requirement under A-133 to submit a copy of your audit report to SBCTC within nine months following the audit period.

- *Supplement not Supplant:* Funds made available under this grant shall supplement and not supplant other state or local public funds expended for WorkFirst activities. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had federal funds not been received. Federal funds may not free up state or local dollars for other purposes, but should create or augment programs to an extent not possible without federal dollars.

- *Enrollment Reporting:* Enrollments funded through WorkFirst in the form of tuition assistance for students enrolled in courses that are part of the college's state-funded instructional programs can be counted as state supported FTEs. This represents a continuation of past practices. All FTEs generated from this funding will need to be counted as contract training FTEs. The college will have met the non-supplanting requirements of the law by enrolling the number of students specified in the college's contract with the State Board.

- *Expenditure Accounting and Reporting:* These funds must be kept in an account separate from all other funding sources. For colleges these funds must be accounted for in grants and contracts 145 and, because the funds originate from another state agency, the SBCTC reimbursement must be recorded as interagency reimbursement, object S. All expenditures submitted for reimbursement under this grant must be necessary and reasonable for proper and efficient administration of the WorkFirst program and be claimed on a reimbursement basis. This means no forward funding. Reimbursement requests shall be submitted at least quarterly, but not more than monthly using the Online Budgeting and Invoicing System (OBIS). No payments in advance of or in anticipation of goods or services provided under this grant shall be requested or paid. All charges must be reported for the period incurred. The cut-off for fiscal year 2004 billings is July 16, 2004.

  In order to match billings with quarterly enrollment information on the participation of TANF and low-income students, the requests for reimbursement must be submitted according to the following schedule:

  - July, August, and September billed by October 31, 2003
  - October, November, and December billed by January 30, 2004
  - January, February, and March billed by April 30, 2004
  - April, May, and June billed by July 16, 2004

- *Time & Effort Reporting:* Federal regulations under OMB Circular A-21 and A-122 require that employees whose salary is split between multiple accounts, one of which is a federal grant, must keep a daily log of work activity that displays the time worked chargeable to the grant or grants and the total time worked. These reports must be reviewed periodically to determine if the actual time conforms to the budgeted time. Any variances must be reflected by adjustments to the accounting records. Employees who are split between objective numbers and budget categories which are direct services to students; direct program administration; and tracking and monitoring must also have time and effort documentation. This applies even to those employees who are paid 100 percent from this grant. However, if you have an employee who is paid 100 percent by the grant and who is only charged to a single budget category (i.e. direct services students or administration or tracking and monitoring) who works on two or more objective numbers you can combine all expenditures for that individual into the objective number that best fits the majority of their workload. This option is not available for individuals whose work is split between direct services, administration and/or tracking and monitoring. The definitions for the budget categories of direct services to student, direct program administration and tracking and monitoring are defined below.

  1) *Direct Service to Students* includes such activities as instruction, intake, assessment, counseling, curriculum development, rental of instructional space, purchase of instructional equipment for student use, staff training directly associated with providing program services, advertising targeted to students about WorkFirst programs, and other costs incurred providing services directly to WorkFirst students.

  2) *Program Administration* is defined as costs necessary for the proper administration of the WorkFirst program. Administration includes all costs for administration and program coordination, including all indirect (or overhead) costs. Examples of costs in this category include the following:

     - Salaries and benefits and all other costs incurred to support the program but *not* associated with providing direct program services to students
     - Monitoring and tracking done by a data entry clerk, statistician, report writer, or researcher
     - Determining eligibility and verification for students who have not been referred by DSHS
     - Preparation of program plans, budgets, and schedules

- Monitoring of programs and projects
- Procurement activities
- Public relations costs of communicating with the public and press pertaining to specific activities or accomplishments which result from performance of this award. Costs related to advertising targeted to students about WorkFirst programs or providing program information to students should be placed under direct services to students.
- Services related to accounting, litigation, audits, management of property, payroll and personnel
- Costs for goods and services required for administration of the program, such as rental and purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space
- Travel costs incurred for official business by staff charged to direct administration
- Management of information systems not related to the tracking and monitoring of WorkFirst requirements, such as for personnel and payroll systems
- Preparation of reports related to program requirements
- Indirect costs up to five percent for entities with an approved indirect rate (Indirect can only be claimed if SBCTC has on file a copy of the appropriate documentation to support the approved indirect rate.)

3) ***Tracking and Monitoring (non-administration support):*** This includes technology expenditures and computerization costs. This might include the cost of a programmer to design a system to track outcomes or staff costs associated with providing maintenance on a server that stores WorkFirst data, etc. This would not include monitoring and tracking done by a data entry clerk, statistician, report writer, or researcher.

- ***Allowability of Costs:*** Allowable costs are determined by CFR 45 Part 74.27 based on OMB Circular A-21 (Cost Principles for Education Institutions) or A-122 (Cost Principles for Non-Profit Organizations). Please note that the following costs are explicitly unallowable:

  - Bad debt expenses
  - Cost of construction or purchase of facilities or buildings
  - Payment to any person for influencing, or attempting to influence, an officer or employee of any agency, member of Congress, an officer or employee of Congress, or an employee of a member of Congress, in connection with the awarding of a federal contract, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement
  - Sectarian worship, instruction, or proselytization
  - Purchase of light refreshments
  - Based upon SBCTC policy, *support services are not allowed*. See page 4 for additional information.

- ***Overtime Compensation:*** *Applicable only to non-profits.* Premiums for overtime, extra-pay shifts, and multi-shift work are allowable only with the prior approval of the State Board except: (a) when necessary to cope with emergencies; (b) when employees are performing indirect functions, such as administration, maintenance, or accounting; (c) in the performance of tests, laboratory procedures, or other similar operations which are continuous in nature and cannot reasonably be interrupted; (d) when lower overall cost to the federal government will result.

- ***Fiscal Monitoring and Financial Records:*** SBCTC may schedule two monitoring visits during the grant period to evaluate the fiscal progress and performance of the program and provide technical assistance. Funds received under this grant must be maintained in a separate account. Financial management systems shall reflect accurate, current, and complete disclosure of financial results of each federally sponsored project. Grant recipients are to maintain books and records, supported by

source documentation, which sufficiently and properly reflect the source of funds and all direct and indirect costs expended for WorkFirst program purposes. These records and financial statements are subject to inspection, review, reproduction, and/or audit by SBCTC or its designee for six years after expiration of the grant.

- *Financial Aid:* Colleges will continue to receive a state general fund allocation formerly known as Work-based Learning Tuition Assistance that is to be used to provide tuition, books and fees for low-income working parents.

   For headcount purposes, all WorkFirst Financial Aid must be awarded through the financial aid system and accounted for in fund 846. The financial aid award criteria for both fund sources are identical. Colleges should continue to use the same FAPC and award codes for both sources of funds. The state general fund allocation should be spent prior to using any WorkFirst Block Grant funds for tuition, books, and fees.

- *Program Income:* Program income generated with funds from this grant must be used to offset WorkFirst program costs. Applicable financial records must be retained and available for audit.

- *Agreement Alterations, Amendments, and Termination:* This grant award may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties. If, for any cause, either party does not fulfill its obligations in a timely and proper manner, or if either party violates any of the terms and conditions of the grant award, the aggrieved party will be given the opportunity to correct the violation or failure within 30 working days. If failure or violation is not corrected, this grant award may be terminated immediately by written notice of the aggrieved party to the other. In the event funding for this grant is withdrawn, reduced, or limited, or if additional or modified conditions are placed on such funding, SBCTC may immediately terminate this grant award by providing written notice to the other party. The termination shall be effective on the date specified in the notice of termination.

- *Disclosure of Federal Funding in Public Announcements:* When issuing statements, press releases, or other documents describing WorkFirst programs, the grant recipient shall clearly state:

   1. The dollar amount of federal funds for the project;

   2. The percentage of the total cost of the project financed with federal funds; and

   3. The percentage and dollar amount of the total costs of the project financed by non-governmental sources.

- *Rights in Materials:* Materials that originate from WorkFirst funds shall be "works for hire" as defined by the U.S. Copyright Act of 1976 and shall be owned by DSHS. Materials shall include, but are not limited to, books, computer programs, documents, films, pamphlets, reports, sound reproductions, studies, surveys, tapes, and/or training materials. Ownership includes the right to copyright, patent, or register, and the ability to transfer these rights.

- *Equipment:* Equipment is defined as having a value of $5,000 or more per unit cost. Equipment purchased with WorkFirst funds shall remain the property of the grant recipient and under their inventory control.

- *Support Services:* Based on SBCTC policy *support services are not allowed.* Support services include but are not limited to such items as student mileage, public transportation (which includes bus, van pool, train, ferry, etc.), clothing, tools or equipment purchased for and retained by the student, car repair, medical services, personal hygiene items, etc. However, an allowable activity

might include renting a van for the *entire* class for an instructional activity. The key is that it's the entire class and not just getting the individual to and from training.

- ***Child Care:*** If your institution intends to use WorkFirst Block Grant funds for child care it must be identified on the budget under fund code #6. SBCTC will take the amount identified on the budget and transfer it from the Block Grant award to a separate child care award. This transfer is necessary because child care costs are paid from the federal Child Care and Development Block Grant (CCDF) and all other programmatic costs are paid from the federal Temporary Assistance for Needy Families (TANF) Block Grant. If your institution identifies an amount on the budget for child care you should be aware that CCDF funding has additional fiscal and reporting requirements/restrictions above and beyond those necessary for the remaining activities within your WorkFirst Block Grant. These additional fiscal and reporting requirements/restrictions will be issued with your child care grant award notification.

APPENDIX B
Guidelines for Coding, Reporting, and Monitoring

<u>**WorkFirst Coding for FY 2003-04**</u>

1. How to Code Students for Tracking

All WorkFirst students must be designated with a Work_Attend code in the 70 series in order to track them for college performance and system accountability. This coding must be done in SMS <u>each quarter the student is enrolled</u> by entering the student's Work_Attend during registration. **This code is also critical for telling the client case manager who should be coded PE in E-JAS.**

Most students will probably remain in the same Work_Attend category throughout the year. However, some students may change Work_Attend. For example, an unemployed TANF student may finish training, get a full-time job, leave the caseload, and return for wage progression as an employed low-income parent attending for wage progression. In this case, the quarter that the student returns, the Work_Attend tracking code should be changed from 74 to 78 in the quarter the student returns as a low-income parent. Likewise a student attending for Family Literacy as a final goal (Work_Attend 79) may progress to customized/integrated skills training. The quarter the student is moved to the new goal, the Work_Attend should change to 74.

In addition to the Work_Attend, SBCTC uses the student's age, prior education, race and ethnicity, family status, and gender for accountability reports. These fields are all entered at registration. Any student entering for job placement activity will be measured for job placement the quarter after exit and no longer counted in this activity should the student re-appear after a one-quarter absence.

Please note that SBCTC will no longer be using Work_Attend codes 70, 71, 72, or 73.

Work_Attend Code	Description
74	TANF that is not employed, or employed less than 20 hours per week and enrolled for job placement activities, or otherwise referred to customized/integrated skills training at the time of registration
75	Low-Income Parent that is not employed, or employed less than 20 hours per week at the time of registration and enrolled for job placement activities
76	TANF registering for High Wage/High Demand health or information technology
77	TANF that is employed 20 hours per week or more at registration and enrolling for wage progression or Part-time/Part-time TANF Work Study enrolled for vocational skills
78	Low-Income Parent employed 20 hours per week or more at registration and enrolling for wage progression
79	TANF or Low-Income parent attending without immediate job placement goal. Includes: WorkFirst Family Literacy (may be known locally by other names) as Final Goal, or enrolled in soft skills while preparing for customized/integrated basic skills.

2. How To Code Colleges' Activities and WorkFirst Financial Aid

This section describes how to code Block Grant activity areas and WorkFirst Financial Aid. In the Block Grant, every student who has a Work_Attend tracking code can receive training and services in one or a variety of areas. In fact, we are encouraging colleges to integrate their basic skills and customized training services. Here are some important concepts to keep in mind as you read the coding directions:

- When coding Block Grant activity areas (like post-employment training or integrated basic skills), colleges can usually follow the same procedures they use for coding any student into any course. However, for customized training, there are a few additional requirements.

- New Chance or Educational Interviewing classes may be offered to students as agreed to and specified in local plans.

- WorkFirst aid is awarded in the financial aid system. WorkFirst Financial Aid for tuition, fees, and books was used in the past almost exclusively for employed parents. Work Study was used for TANF enrolled in longer vocational skills. These uses are still allowable. Also, in the past colleges used Work Study for customized training students as well as students in Families That Work. This may also still occur. In order to receive WorkFirst Financial Aid, the student must have a Work_Attend tracking code and also be coded for the customized training activity at registration. Then she must also be coded in the financial aid system, if she is awarded WorkFirst aid.

Activity Area	Coding	Description
Customized Job Skills Training	Group training funded through WorkFirst state or local contract must be coded Fee Pay Status 60 or 61 and Fund Source 4	All <u>customized training outcomes count toward college performance and system accountability</u>. Most colleges will fund customized training from the state Block Grant. Some colleges may also have local WorkFirst contracts for customized training. Code each of these as follows: if the customized training being offered is funded by the Block Grant use Fee Pay 60, or if it is funded by local WorkFirst contract use Fee Pay 61. Each course must also be have Fund Source 4 (contract funded).
Integrated Basic Skills		Code all customized job skills students that have an integrated basic skills component at registration like any student enrolled in ABE, ESL, GED or High School Completion courses. Once they are coded in SMS, your basic skills department can pull them into WABERS. In order to be counted as Integrated Basic Skills in WABERS, the student must be in a WABERS basic skills CIP, have a work/employment related goal checked. She may have other goals checked also for family, education. Also, check all special programs that pertain such as Family Literacy, Workplace Literacy, LEP Pathway.
Assessment	New Chance or Educational Interviewing	Some students may be referred to you early in the quarter for a customized training program that will start later. If your local plan calls for a class to assess and instruct students in preparatory skills, computer skills, and employability skills while they wait, colleges have two main options for coding this assessment and preparatory instruction. You code the student with an EPC 895 (New Chance), or if the course being offered is Educational Interviewing, code the course CIP 32.0201. Note that the student may also have to be coded for Integrated Basic Skills if ABE, ESL, GED, or High School Completion instruction is provided.
Post-	Professional/Technical or	Code all training you provide to working students like you would code any

Activity Area	Coding	Description
Employment Services	Basic Skills	other student enrolled in college.
Work-Based Learning (formerly WorkFirst Work Study)	Colleges WorkFirst Work Study	Each college already has a FAPC code for on-campus and off-campus WorkFirst Work Study. Use this existing code you have set up. (Note: Work-based Learning also may include unpaid work experience, internships, coops as described in the colleges' general Work-Based Learning Guidelines. These activities if offered should be coded in the same way for all college students enrolled in them. They can be used with all low-income and TANF students.)
WorkFirst Financial Aid (formerly Work-based Learning Tuition Assistance)	Colleges WorkFirst Tuition Assistance Financial Aid Codes (FAPC)	Every student must have a Work_Attend tracking code. (All codes are eligible for Tuition Aid. The Work_Attend designation code will tell SBCTC which students are working and which students when they are awarded the aid.) Code every student that gets WorkFirst Financial Aid. Use your existing WorkFirst Tuition Aid codes.
Family Literacy as Program Goal		Code all students with Work_Attend 79 like any student enrolled in ABE, ESL, GED or High School Completion courses. Once they are coded in SMS, your basic skills department can pull them into WABERS. In order to be counted as Family Literacy in WABERS, the student must be in basic skills CIP (may also be enrolled in job skills), have education, work and family goals checked. Also, check Family Literacy in special programs.

3. Completions and Exit Status

For accountability, SBCTC will still track which students do and do not complete training to enter employment. Post-employment completions will also be used to set colleges' targets for earnings and wage gains next year. Finally, completers will be counted in the college's state performance measure for preparing students for work that SBCTC reports to the legislature each year.

We will be tracking completions in three areas:

Activity Area	Exit or Completion Coding
Customized Job Skills Training – Tracked in SM	We will count all completions for any student with valid Work_Attend code. To count for Perkins or other state performance indicators, the student must also have F or J intent with valid occupationally related EPC codes. Typically, these will be Exit Code 9 completions. Some colleges award certificates for some types of training. These will count, too. Award the completion in Tran_Degree by the quarter after exit.
Integrated Basic Skills – Tracked in WABERS	Students can exit with multiple exit codes. However Exit Code 9 will be used to indicate they satisfactorily completed the job training competencies. Made subject level gain, earned GED or Adult High School Diploma and had work/ employment related achievement. Some students may also have other achievements reported in WABERS.
Post-Employment Services-Tracked in UI Data Matching (DLOA)	Measured after the student has exited college for one year. Includes: certificate, degree, Exit Code 9 (in occupationally related EPC), earned GED or High School Completion, or left with 45 vocational credits and a 2.0 GPA.

Data Warehouse Reports (available at end of quarter)

Each quarter, SBCTC sends a Data Warehouse file to your college's institutional researcher. This file contains the college's quarterly data snapshot that SBCTC has used as its official data source for reporting. Your researcher will be able to run quarterly queries from the Data Warehouse for several important enrollments counts. Because the system is moving to Performance Incentives, it is important that you count the same students that SBCTC counts. These will be the students used for measuring TANF job placements **both by SBCTC and the Governor's Office.**

DW_Report	Description	How Pulled
DW_1	All unduplicated unemployed TANF enrolling for Customized Job Skills Training/Integrated Basic Skills or other job placement activities. These students should correspond to TANF students that have an E-JAS PE component.	All Student Work Attend 74 or 76 – Only these students count towards the placement goal.
DW_2	Unemployed TANF Enrolled in Group Customized Training (a subset of DW_1)	All Student Work Attend 74, or 76 Fee Pay Status 60 or 61, Fund Source=4
DW_3	Unemployed TANF Integrated Basic Skills With Customized Training (also a subset of DW_1)	All Student Work Attend 74 or 76 enrolled in ABE, ESL, or GED or High School Completion CIP code either one quarter prior or quarter during customized training

System and College Quarterly Monitoring

SBCTC will continue to monitor and validate enrollments quarterly.

Child Care: If your institution intends to use WorkFirst Block Grant funds for child care it must be identified on the budget under fund code #6. SBCTC will take the amount identified on the budget and transfer it from the Block Grant award to a separate child care award. This transfer is necessary because child care costs are paid from the federal Child Care and Development Block Grant (CCDF) and all other programmatic costs are paid from the federal Temporary Assistance for Needy Families (TANF) Block Grant. If your institution identifies an amount on the budget for child care you should be aware that CCDF funding has additional fiscal and reporting requirements/restrictions above and beyond those necessary for the remaining activities within your WorkFirst Block Grant. These additional fiscal and reporting requirements/restrictions will be issued with your child care grant award notification.

WorkFirst Financial Aid

WorkFirst Financial Aid (WFA), formerly known as Work-Based Learning Tuition Assistance, is intended to assist TANF and low-income working parents to gain the skills needed to become employed or to advance in employment through wage and skill progression.

If you choose WorkFirst Financial Aid, it can pay for tuition, required fees, and books for:

- Vocational courses or sets of courses
- Vocational certificate/degree programs when a client is not eligible for other forms of financial aid
- Basic skills classes, including ESL and High School Completion
- Customized short-term training leading to work
- Continuing education courses that are job related (*continuing education courses (self-support) that are job skill related that do not cost more than the amount of full-time resident tuition for one year*)
- Work-based learning (work-study) TANF only

Colleges will continue to receive a state general fund allocation which is to be used to provide tuition, books, and fees for low-income working parents.

For headcount purposes, all WorkFirst Financial Aid students must be awarded through the financial aid system and accounted for in fund 846. The financial aid award criteria for both fund sources are identical. Colleges should continue to use the same FAPC and award codes for both sources of funds. The state general fund allocation should be spent prior to using any WorkFirst Block Grant funds for tuition, books, and fees.

International students and students interested in academic transfer degree programs are not eligible for tuition assistance.

WorkFirst Financial Aid Eligibility

- *TANF Parent* – A copy of the IRP and verification of employment through ESD co-located staff or through WPLEX or other means. The college must code this person in SMIS as seeking job placement if working less than 20 hours or not employed, or seeking wage progression if working 20 hours per week or more. Both may be eligible for tuition aid.

- *Low-income Parent* – A copy of the student's pay stub or other documentation verifying paid employment and/or monthly/annual income. The college must code this person in SMIS as seeking job placement if working less than 20 hours or not employed, or seeking wage progression if working 20 hours per week or more. Both may be eligible for tuition aid.

Listed below are the income cut-offs to be used for work-based learning tuition assistance for the 2003-2004 academic year effective July 1, 2003. These are calculated at 175 percent of the 2003 federal poverty levels.

Size of Family Unit	Annual Income Cut-Off Amounts	Monthly Income Cut-Off Amounts
2	$21,210	$1,768
3	26,705	2,225
4	32,200	2,683
5	37,695	3,141
6	43,190	3,599
7	48,685	4,057
8	54,180	4,515

Work-based Learning Guidelines

Colleges may choose to provide work-based learning opportunities, including cooperative education, internships, work-study, etc., in conjunction with classroom training. Colleges should use their existing work-based learning policies, including federal or state work-study guidelines, as appropriate, for operating rules to administer work-study. The exception is that this fund pays 100 percent of the wage for work-study.

Work-study may be appropriate for TANF clients who need work activity to meet their WorkFirst participation requirements so they can access training. Work-study jobs should relate to the training and career plans of the student and should avoid displacement or supplanting of current employees.

Work-Study Eligibility

Work-study is paid employment between 16 and 19 hours per week in a job that enhances the student's employability. In order to be eligible, students must:

1. Enroll in classes, including vocational, basic skills, or job skills training, that lead to either at least 20 hours of unsubsidized employment or entrance into short-term training leading to work;

2. Receive no more than four quarters of work-study support; and

3. Be a TANF recipient.

All students in a work-study activity are expected to be enrolled in training that would lead to at least 20 hours per week of unsubsidized employment or enter into short-term training leading to work. WorkFirst work-study is limited to a total of four quarters.

Customized Job Skills Training and/or Integrated Basic Skills (CJST/IBS)

Short-term training to assist TANF and low-income parents to develop the skills needed to become employable in jobs for which they would otherwise not be qualified. Integrated Basic skills are included into short-term training tracks where appropriate to meet client needs.

Employers set hiring standards and may set criteria for participating in short-term training, such as completing high school or earning a GED. Short-term training is designed in partnership with an employer or group of employers who have identified job openings.

There are two types of Customized Job Skills Training services:

- Group customized training that is designed to meet one or more employers' needs – Training should result in better than entry-level jobs, with higher than average wages and benefits. *(up to 26 weeks)*

- Individualized or small group training that may use existing classes – This training is also connected to an employer and should result in better than entry-level jobs, with higher than average wages and benefits. *(up to 26 weeks)*

Other Basic Skills and/or Job Skills Training

Differentiated from CJST/IBS by the fact that the training is not tied to a particular employer or group of employers and does not target higher skill/higher wage jobs. Examples include:

- *Family Literacy* – such as that designed for Pregnancy to Employment clients who are using their 12-month deferment from job search and work, or other deferred clients.

- *Educational Interviewing and other pre-CJST/IBS training* – classes designed to screen or prepare clients for success in intensive training for job placement.

- *Employment Skills* – such as those done in conjunction with Job Search, which can include ABE/ESL/GED, basic computer skills, soft skills, job search competencies, etc.